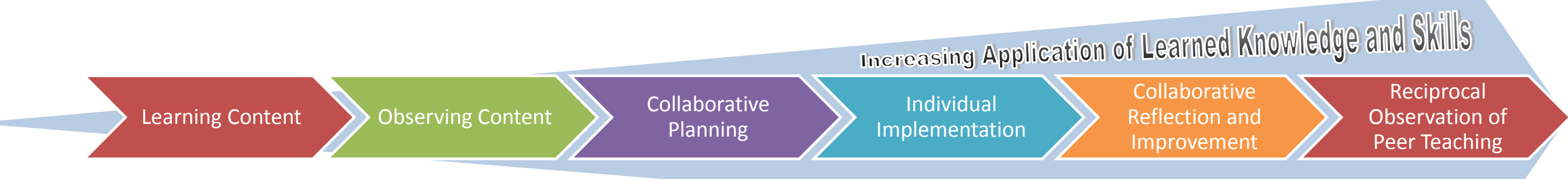


# Instructional Collaboration



Process with Staff facilitated by LST	Learning Content	Observing Content	Collaborative Planning	Individual Implementation	Collaborative Reflection and Improvement	Reciprocal Observation of Peer Teaching
Description	Professional development for staff in order to gain a deeper understanding of area of focus.	Observing a demonstration lesson in area of focus.	Working together in pairs, PLCs, or as a school to create or refine the quality learning environment for students  Calling upon outside agencies/experts to support intended goals (REACH consultants, mental health, Divisional Coordinators, FSW and/or parents)	Implementation of learned theory and strategies towards area of focus	Use of data and structured processes for reflecting and improving the quality learning environment for students	Peers have choice of partner and purpose of reciprocal observation towards area of focus. <b>This process is most effective when it occurs along with all other processes.</b>
LST Role	<ul style="list-style-type: none"><li>Learn</li><li>Locate quality research</li><li>Locate, facilitate and/or provide quality PD</li><li>Working with teacher(s) to collecting student data (observing students, anecdotal collection, samples of student work, etc.)</li></ul>	<ul style="list-style-type: none"><li>Awareness of promising practices occurring in school</li><li>Assist in connecting teachers with “experts” in the building</li><li>Assist in connecting teachers with “experts” outside of the building</li><li>Assist in lining up schedules to allow observations</li><li>Modeling a skill, strategy or lesson</li></ul>	<ul style="list-style-type: none"><li>Facilitate planning meetings of pairs, PLCs or school towards goal within area of focus</li></ul>	<ul style="list-style-type: none"><li>Encourages staff in their implementation of a new skill, strategy or lesson</li><li>Documents the individual skill, strategy or lesson that colleagues are working on</li><li>Awareness of who is trying what</li></ul>	<ul style="list-style-type: none"><li>Facilitate reflection and improvement planning for teachers partnerships, PLCs or school towards goal within area of focus</li></ul>	<ul style="list-style-type: none"><li>Integrate all processes on this continuum</li><li>Awareness of promising practices occurring in school.</li><li>Assist in creating appropriate partnerships</li><li>Assist in lining up schedules to allow observations</li><li>Co-teaching</li><li>Understanding of how implementation of new skill, strategy or lesson is progressing</li></ul>
LST needed Skills	<ul style="list-style-type: none"><li>Trust Building</li><li>Research</li><li>Facilitation</li><li>Communication</li></ul>	<ul style="list-style-type: none"><li>Trust Building</li><li>Data Collection &amp; Analysis</li><li>Critical Thinking Skills in relation to Strategies</li><li>Listening</li><li>Quality Questioning</li><li>Conflict Resolution</li></ul>	<ul style="list-style-type: none"><li>Trust Building</li><li>Listening</li><li>Facilitation</li><li>Quality Questioning</li><li>Conflict Resolution</li></ul>	<ul style="list-style-type: none"><li>Trust Building</li><li>Listening</li><li>Quality Questioning</li><li>Data Collection &amp; Analysis</li><li>Conflict Resolution</li></ul>	<ul style="list-style-type: none"><li>Trust Building</li><li>Data Collection &amp; Analysis</li><li>Listening</li><li>Facilitation</li><li>Quality Questioning</li><li>Conflict Resolution</li></ul>	<ul style="list-style-type: none"><li>Trust Building</li><li>Data Collection and Analysis</li><li>Critical Thinking Skills in relation to Strategies</li><li>Listening</li><li>Facilitation</li><li>Quality Questioning</li><li>Conflict Resolution</li></ul>
Exemplars	<ul style="list-style-type: none"><li>Reading</li><li>Researching</li><li>Attending PD</li><li>Gathering Resources</li><li>Staff Meetings-facilitating</li><li>PLCs- facilitating/organizing</li><li>One-on-One Sharing</li><li>Facilitating others to share</li></ul>	<ul style="list-style-type: none"><li>LST covers class(es) for peer(s) to observe colleague.</li><li>Classroom observation to learn about new practice or theory</li><li>Collecting data to inform one’s own teaching</li><li>LST models a skill, strategy or lesson</li></ul>	<ul style="list-style-type: none"><li>Program planning for a student using student data (i.e., anecdotal notes, informal reading inventories,...)</li><li>Refining a unit of study</li></ul>	<ul style="list-style-type: none"><li>Teacher implements new skills, strategies or lesson</li><li>Teacher videos self &amp; students- on their own implementation of the skill, strategy or lesson</li><li>Teacher asks for feedback on implementation of new skill, strategy or lesson</li></ul>	<ul style="list-style-type: none"><li>Tuning Protocols</li><li>Data-focussed discussions</li><li>Examining of student work</li><li>Analysing assessment data</li><li>Facilitation Strategies (e.g. Stop, Start, Continue)</li><li>Classroom observation with purposeful data collection</li><li>Videoing</li><li>Debriefing learning with staff</li></ul>	<ul style="list-style-type: none"><li>LST covers class(es) for peer(s) to observe colleague.</li><li>LST supports partnering.</li><li>LST works with pairs to ensure observation is meaningful and purposeful</li><li>Teachers collect purposeful data for colleagues</li></ul>